

Beyond Louisiana

High School



OBJECTIVES

Students will understand the challenges that faced the United States as a new nation, especially those related to exploration, expansion, and international affairs. Students will understand the chronology of events related to the expedition of Lewis and Clark and the Corps of Discovery. Students will understand that events often have multiple, interrelated causes. Students will organize information using concept maps.



CLASS TIME

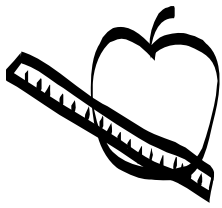
Four 45- to 60-minute sessions



NATIONAL STANDARDS

This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), and the International Society for Technology in Education (ISTE). These standards are listed below:

- Social Studies: Time, Continuity, and Change
- Social Studies: Individuals, Groups, and Institutions
- Social Studies: Power, Authority, and Governance
- Social Studies: Global Connections
- Language Arts: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Language Arts: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Language Arts: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Language Arts: Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Technology: Technology research tools



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MATERIALS

- 1 copy of the Westward Journey Nickel Series™ Lesson Plans Resource Guide (available at www.usmint.gov/kids)
- Copies of the worksheets attached to this lesson plan (see “Preparations”)
- 1 overhead projector
- Blank overhead transparencies
- Chart paper and markers
- A reserved computer lab with Internet access
- Web sites that include basic information about Thomas Jefferson, Monticello, Lewis and Clark, and current events
- About 30 index cards per student



PREPARATIONS

- Make copies of the following:
 - “Westward Journey Nickel Series” worksheet (from the Resource Guide) (1 per student)
 - “Concept Map” worksheet (1 per student)
 - “Persuasive Essay Rubric” (1 per student)
 - “Persuasive Essay Question” worksheet (1/2 sheet per student)
- Make overhead transparencies of the following:
 - “Westward Journey Nickel Series” worksheet
 - “Concept Map” worksheet
 - “North America, 1803” map
 - “Persuasive Essay Rubric”
- Arrange to use the school computer lab for two sessions.
- Bookmark Web sites that include basic information about Thomas Jefferson, Monticello, Lewis and Clark, and current events.



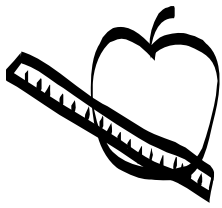
GROUPINGS

- Whole group
- Pairs
- Independent work



TERMS AND CONCEPTS

- | | | |
|------------------------|--|-------------------|
| • Obverse (front) | • Reverse (back) | • Concept mapping |
| • Charles Wilson Peale | • Georges Louis Leclerc, Comte de Buffon | |
| • Impressment | • Jay’s Treaty | • Neutrality |



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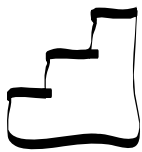
- Northwest Passage
- Chesapeake Leopard Affair
- Treaty of Greenville
- American Philosophical Society
- Embargo Act
- XYZ Affair
- Barbary Wars
- Quasi-War



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

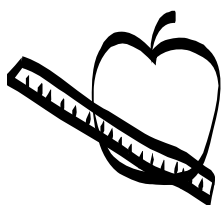
- Thomas Jefferson
- Lewis and Clark's Corps of Discovery
- Research skills using the Internet
- Citation styles



STEPS

Session 1

1. Display the "Westward Journey Nickel Series" overhead transparency. Distribute one "Westward Journey Nickel Series" and one "Concept Map" worksheet to each student.
2. Explain to the students that the United States Mint is producing the Westward Journey Nickel Series in honor of the bicentennial anniversary of the Lewis and Clark Expedition and the Corps of Discovery. Tell the students that the "Westward Journey Nickel Series" worksheet contains images of the nickels from this series.
3. Ask the students to begin the worksheet by recording what they see in each nickel's design that relates to the Corps of Discovery. Ask the students to hypothesize why each image was selected and its relationship to the Corps of Discovery. If desired, allow the students to use their textbooks. Ask the students to record their answers on their "Westward Journey Nickel Series" worksheet.
4. Allow the students five to ten minutes to complete the worksheet individually. Pair up the students and allow them to collaborate for an additional five to ten minutes.
5. Lead a class discussion regarding the students' answers on their "Westward Journey Nickel Series" worksheets. Use the students' responses to complete a model worksheet on the overhead transparency. Ensure that the students have a basic understanding of Lewis and Clark's Expedition.
6. Ask the students to recall the goals of the Expedition. Guide the students to conclude that the purpose of the Expedition was to explore the area called "Louisiana," purchased from France in 1803.
7. Display the "North America, 1803 Map" overhead transparency. Note the boundaries of Louisiana and the route of the Lewis and Clark Expedition. Ask the students to hypothesize why Lewis and Clark traveled far beyond the boundaries of the area purchased as Louisiana.



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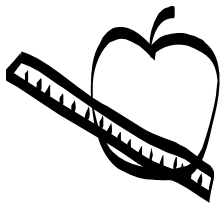
8. List all of the students' responses on chart paper.
9. Tell the students that major events rarely have one singular cause or purpose. Explain that many events can be traced back to several causes or circumstances that intersected at a particular time. Give examples familiar to the students from American history or current events. Tell the students that they will spend the next two class sessions investigating the historical context around the expedition of Lewis and Clark and evaluating all of the reasons for the expedition. Tell the students that they will create a concept map in order to demonstrate their conclusions. Explain to the students that they will use their concept maps to assist them with an in-class essay-writing assignment.
10. Explain to the students that concept maps visually represent items of knowledge and their relationships. Explain that, before they create the actual concept map, they will create a practice map. Display the "Concept Maps" overhead transparency and distribute one copy of the map to each student. Review the concept map with the students.
11. Direct the students to create a concept map. Ask them to choose a topic with which they are familiar. It could be academic or personal. Tell them to begin creating their concept map in class and complete the assignment for homework.
12. Tell the students that the following class session will be held in the computer lab.

Session 2

1. Collect the students' homework.
2. Distribute one "People, Events, and Ideas" worksheet to each student. Explain to the students that the worksheet contains a list of people, events, and ideas that are related to the expedition of Lewis and Clark. Their assignment is to identify each one, determine its impact on the Expedition, and devise a concept map demonstrating the reasons for the Expedition.
3. Tell the students that you have bookmarked Web sites to help them with their research. Direct the students to record the information using one index card for each item on the list. Direct the students to cite the sources for all information. Review citation styles if necessary.
4. Circulate among the students and provide support. Five minutes before the end of the class session, tell the students to continue their research for homework and remind them that they are to complete their research during the next class period.

Session 3

1. Briefly review the goals of the assignment and answer any of the students' questions. Allow the students to continue researching.
2. Once the students have completed their research, direct the students to begin developing their concept maps using their index cards.

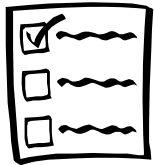


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3. Remind the students that their concept maps are to be completed for homework and are due the following class period. Remind the students that they will use their concept maps to complete an in-class writing assignment during the next class session and that they should also bring looseleaf notebook paper for the assignment. Display the “Persuasive Essay Rubric” overhead transparency. Briefly review the rubric so that the students understand the next session’s in-class writing assignment.

Session 4

1. Direct the students to retrieve their concept maps, several sheets of looseleaf notebook paper, and a pen.
2. Tell the students that they will write a persuasive essay using their concept maps as a resource. Explain that they have entire class period to complete the assignment. Suggest that the students use the five-paragraph essay format, including an introduction with a thesis statement, three supporting paragraphs, and a conclusion. Distribute a copy of the “Persuasive Essay Question” worksheet to each student.
3. Five minutes before the end of the class session, have the students turn in their essay and the concept maps.



ASSESSMENT

- Use the student’s responses on the “Westward Journey Nickel Series” worksheet to assess the students’ daily progress.
- Evaluate the student’s essay against the rubric to assess the overall achievement of the lesson objectives.



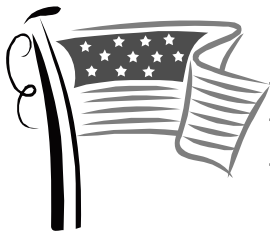
ENRICHMENT/EXTENSIONS

- Have students create their concept maps using hypermedia or concept mapping software applications.
- Have students create a concept map illustrating the impact of Lewis and Clark and the Corps of Discovery.



DIFFERENTIATED LEARNING OPTIONS

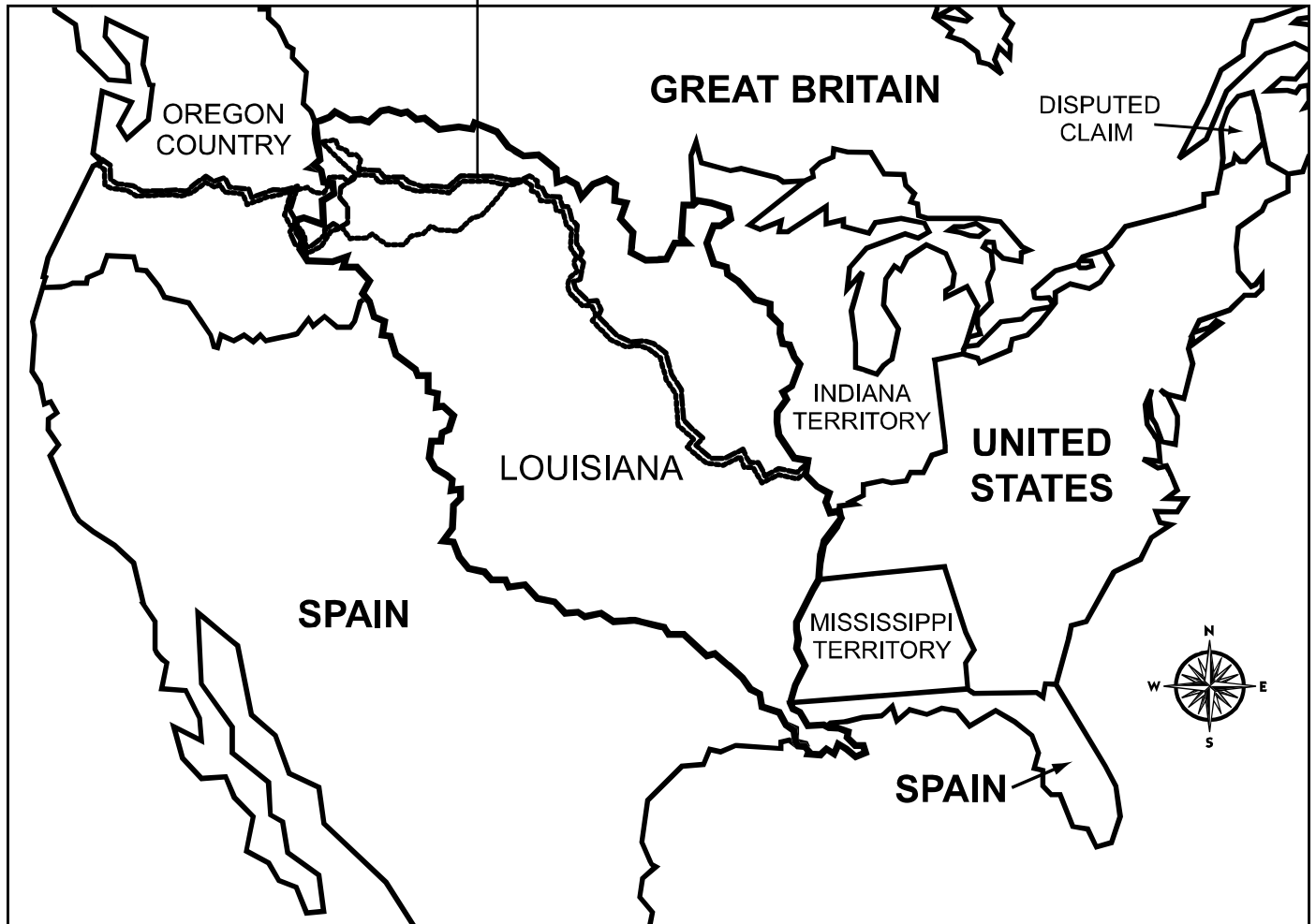
- Allow students to work in small groups. Suggest that the group divide the items on the “People, Events, and Ideas” worksheet among themselves to create a single concept map.
- Allow the students to complete their essay at home.



Name _____

North America 1803

Route of Lewis and
Clark Expedition

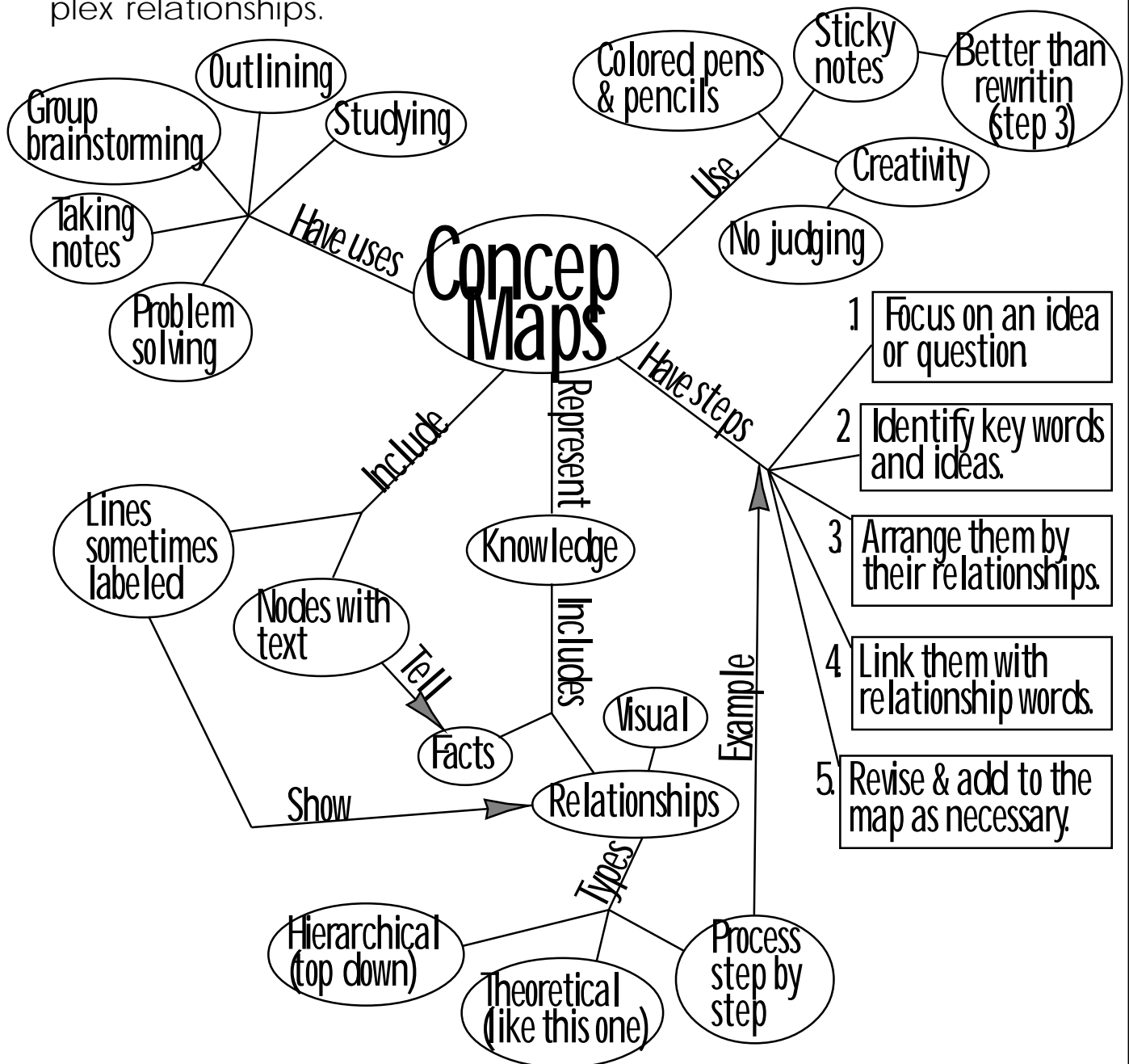




Name _____

Concept Maps

Concept maps are visual representations of knowledge. Unlike traditional outlining, concept mapping helps you illustrate complex relationships.



Some examples of words that indicate relationship:

Is	Has	Includes	Supports	Begins with	Uses
Is Not	Requires	Excludes	Causes	Ends with	Produces



Name _____

People, Events, and Ideas

Directions: identify each item listed below and determine its impact on the Lewis and Clark Expedition. Then devise a concept map about the reasons for the Expedition incorporating these elements.

- ☐ Battle of Fallen Timbers
- ☐ Benjamin Franklin
- ☐ Charles Wilson Peale
- ☐ Charles de Talleyrand
- ☐ Degeneracy
- ☐ Georges Louis Leclerc Comte de Buffon
- ☐ Impressment
- ☐ Jay's Treaty
- ☐ Jefferson's letter of instructions to Meriwether Lewis
- ☐ Louisiana Purchase
- ☐ Monticello's Indian Hall
- ☐ Napoleon
- ☐ Neutrality
- ☐ Northwest Passage
- ☐ Publication of "Notes on the State of Virginia"
- ☐ Samuel Lewis
- ☐ The American Philosophical Society
- ☐ The Barbary Wars
- ☐ The Chesapeake Leopard Affair
- ☐ The Embargo Act
- ☐ The Enlightenment
- ☐ The Quasi-War
- ☐ Thomas Jefferson
- ☐ Treaty of Greeneville
- ☐ XYZ Affair



Persuasive Essay Question

During Thomas Jefferson's retirement, many visitors came to see him at Monticello. Often, they would wait in the home's entrance hall. Jefferson had the hall transformed into a small museum. Here, he displayed treasures of the "Old World" (including paintings and sculptures) beside items from the "New World" (many from the expedition of Lewis and Clark).

Was it Jefferson's intention to compare the two worlds? If so, why did he think this comparison was needed? How did he use this display?



Persuasive Essay Question

During Thomas Jefferson's retirement, many visitors came to see him at Monticello. Often, they would wait in the home's entrance hall. Jefferson had the hall transformed into a small museum. Here, he displayed treasures of the "Old World" (including paintings and sculptures) beside items from the "New World" (many from the expedition of Lewis and Clark).

Was it Jefferson's intention to compare the two worlds? If so, why did he think this comparison was needed? How did he use this display?



Name _____

Persuasive Essay Rubric

Directions: Write your persuasive essay using the five-paragraph essay format, including an introduction with a thesis statement, three supporting paragraphs, and a conclusion.

CATEGORY	4	3	2	1	SCORE
INTRODUCTION	Engages reader in the essay topic. States significance of topic.	Introduces topic to the reader. States significance of topic.	Introduces topic to the reader. Does not state its significance.	Fails to introduce topic clearly. Does not include significance of topic.	
THESIS STATEMENT	Declares clearly and concisely what the essay intends to prove.	Declares the essay premise, but lacks clarity or conciseness.	Is clear and concise, but does not declare what the essay intends to prove.	Exists, but does not declare what the essay intends to prove.	
ORGANIZATION	Information supports the thesis and is arranged logically so the reader can follow the line of reasoning.	Information mostly supports the thesis. Most is arranged logically, but the line of reasoning is difficult to follow in a few places.	Some of the information supports the thesis and is arranged logically, but the line of reasoning is often hard to follow.	Information rarely supports the thesis, uses a logical arrangement, or is easy to follow.	
CONTENT	Presents accurate, relevant, and engaging content that fully supports the thesis.	Presents accurate and relevant content that fully supports the thesis.	Presents generally accurate and relevant ideas and facts that somewhat support the thesis.	Presents facts that are often inaccurate or irrelevant. The thesis is not supported.	
CONCLUSION	Summarizes clearly and concisely the thesis of the paper. Restates significance.	Summarizes the thesis of the paper. Restates significance.	Summarizes the thesis of the paper. Significance not clearly restated.	Does not summarize the thesis of the paper. Significance is not clearly restated.	
MECHANICS	No errors in punctuation, capitalization, and spelling. Sentences are clear. They vary in length and include transitions. Word choice is exceptional.	Few errors in punctuation, capitalization, and spelling. Sentences are clear. Some transitions are included. Word choice is appropriate.	Some errors in punctuation, capitalization, and spelling. Some sentences are clear. Some transitions are included. Word choice is limited, but appropriate.	Many errors in punctuation, capitalization, or spelling. Many sentences are unclear. Transitions are omitted. Word choice is extremely limited.	

TOTAL

COMMENTS